



Policy Innovations is a consulting firm in the business of measuring performance outcomes in the Education Sector. Through our focus on the education ecosystem, we have designed and executed Impact Assessment service offerings for diverse education programs. Policy Innovations has partnered with National and International clients like Sesame Street India, Gray Matters Capital, IL&FS India, John Hopkins University, and ICICI Foundation.

Snapshot of Baseline Assessment

XYZ Education and Policy Innovations decided to work with 15 schools across the country for the Year 1 assessments. **Across 15 schools, a total of 2048 students were assessed for Baseline in Year 1.** Exhibit 3 below shows the break-up of sample across various classes and subjects.

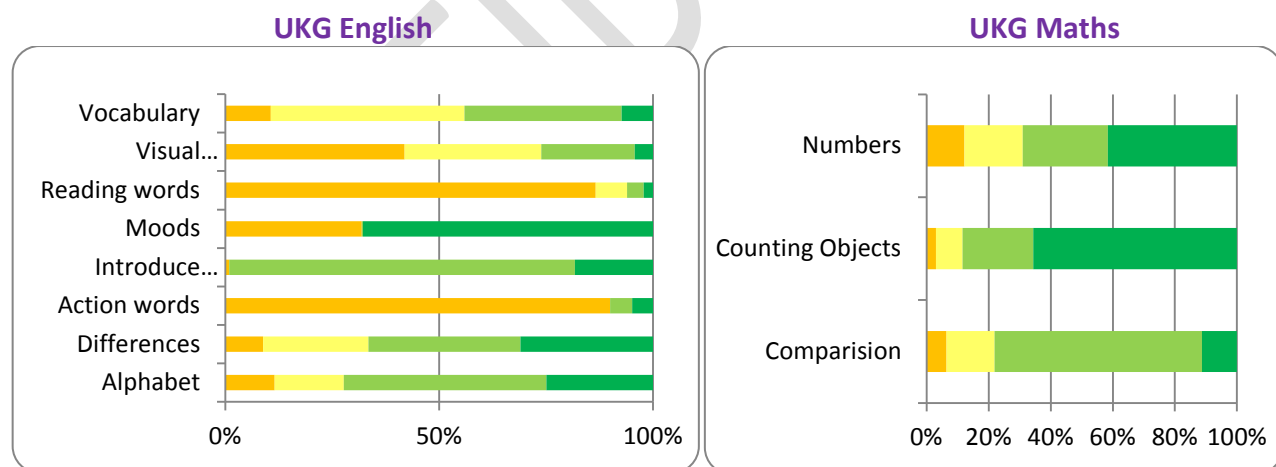
Exhibit 1 - Sample sizes of assessment participants

| Assessment Participants | Subject | Class | Administration | Sample |
|-------------------------|-----------------|----------|-------------------|--------|
| Students | English & Maths | UKG | Oral / One to One | 329 |
| | Maths | 1, 3 & 5 | Written / Group | 1533 |
| | English | 1, 3 & 5 | Written / Group | 1719 |
| | | 1, 3 & 5 | Oral / One to One | 772 |
| Teachers | Skills Feedback | All | Self Reported | 133 |

Key Findings

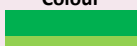



This section provides brief information about the learning outcomes in English and Maths for students of classes UKG, 1, 3 and 5 along with a list of Key Focus Areas where action by XYZ and schools would lead to performance improvement. We also provide information about Spoken English competencies of students and feedback received from teachers about their preferred training areas. Students were tested at the beginning of the academic year and hence tested on the competencies which are yet to be taught.

1.1 UKG performance: The overall performance in English and Maths by UKG Students on Oral assessment is provided below along with the Key Focus Areas. For example - Huge room for improvement in competencies like reading of words in English and ability to compare objects in Maths.

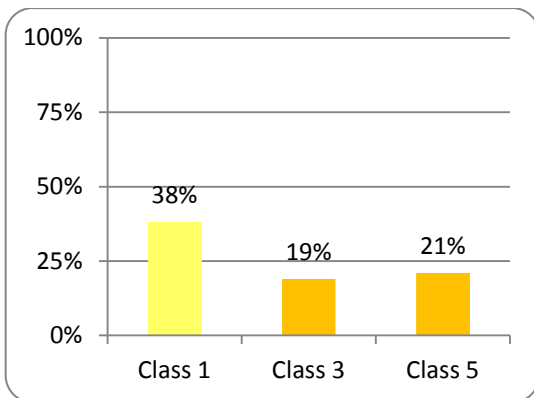


Key Focus Areas for UKG in English and Maths

| Subject | Average Score | Key Focus Areas |
|---------|---------------|----------------------------------------------------|
| English | 42% | Action Words, Reading Words, Visual Discrimination |
| Maths | 53% | Numbers 1-20, Counting Objects, Comparison |

| Performance Colour Codes | Colour | Average Score | Performance Status |
|--------------------------|-------------------------------------------------------------------------------------|---------------|--------------------|
| |  | 75% - 100% | Good |
| |  | 50% - 75% | Above average |
| |  | 25% - 50% | Average |
| |  | 0% - 25% | Below average |

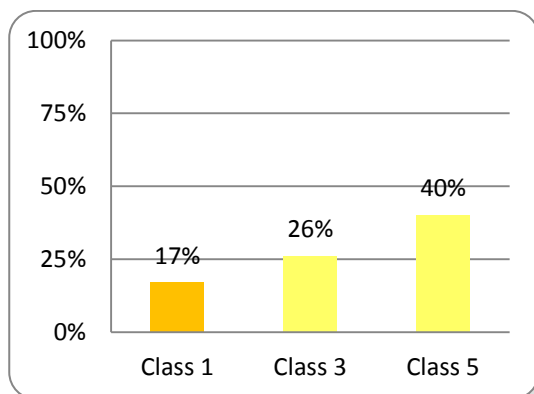
1.2 Maths performance - Overall performance of Primary Students in Maths written assessment



Key Focus Areas for Classes 1, 3 & 5 in Maths

| Class | Performance | Key Focus Areas |
|-------|-------------|------------------------------------------------------------------------------------------------------------|
| 1 | 38% | Addition & Subtraction in large two-digit numbers, Time, Shapes |
| 3 | 19% | Multiplication, Data Analysis, Fractions & Factors & Multiples & Decimals & Percentages, Algebra, Geometry |
| 5 | 21% | Multiplication, Data Analysis, Fractions & Factors & Multiples & Decimals & Percentages |

1.3 English performance - Overall performance of Primary Students in English written assessment



Key Focus Areas for Classes 1, 3 & 5 in English

| Class | Performance | Key Focus Areas |
|-------|-------------|--------------------------------------------------------------------------|
| 1 | 17% | Rhyming Words, Prepositions, Comprehension based Sentences |
| 3 | 26% | Rhyming Words, Conjunctions, Sentences based on Unaided Formation |
| 5 | 40% | Sentences based on Comprehension and Unaided Formation, and Prepositions |

1.4 Overall performance of Class 1, 3 & 5 Students on English Oral Assessment

Oral Performance of Classes 1, 3 & 5

| Competencies | Aided | Unaided |
|--------------|-------|---------|
| Vocabulary | 84% | 68% |
| Sentences | 74% | 13% |

Key Focus Areas in English Oral

| Theme | Score |
|--------------------------------|-------|
| Me and My family | 65% |
| Market and Fruits & Vegetables | 52% |

Spoken English Proficiency of the students who answered correctly

| Answered with correct | Aided | Unaided |
|-----------------------------------|-------|---------|
| Pronunciation & Fluency | 68% | 37% |
| Pronunciation only | 13% | 18% |
| Fluency only | 6% | 12% |
| Neither Pronunciation nor Fluency | 12% | 32% |

1.5 Teacher Feedback - The following preferred training areas emerged based on feedback from teachers:

| | |
|---|-----------------------------------------------------------------------|
| 1 | Student discipline |
| 2 | Understanding student motivation |
| 3 | Games, exercises and experiments |
| 4 | Presentation skills (Oral and written communication in the classroom) |
| 5 | Designing the learning environment |